



D R Hill Middle

1303 Holly Springs Road
Lyman, South Carolina

Grades	7-8 Middle School	
Enrollment	531 Students	
Principal	Terry Glasgow	864-949-2370
Superintendent	Dr. Scott Turner	864-949-2350
Board Chair	Mr. Butch Coan	864-949-2350

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Average	At-Risk
2005	Average	At-Risk
2004	Average	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

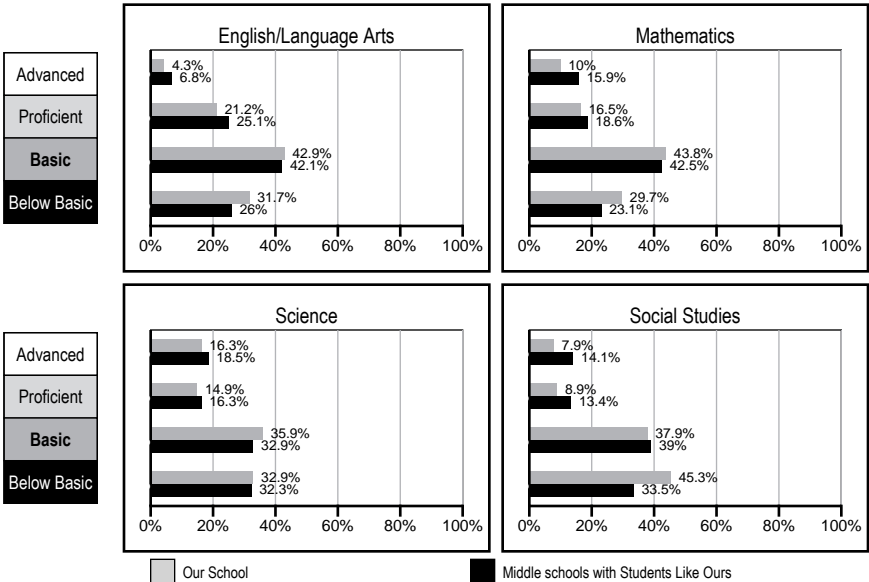
Percent of students tested in 2007-08 whose 2006-07 test scores were located 95.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	17	20	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	92.2	98.0
English 1	100.0	96.7
Physical Science	0	59.2
All Subjects	94.4	97.2

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=531)				
Students enrolled in high school credit courses (grades 7 & 8)	60.6%	Up from 24.5%	26.4%	19.4%
Retention rate	3.0%	Up from 2.1%	1.7%	1.8%
Attendance rate	95.1%	Down from 95.6%	95.8%	95.8%
Eligible for gifted and talented	18.0%	Down from 22.3%	18.2%	15.3%
With disabilities other than speech	17.8%	Up from 14.0%	13.9%	12.9%
Older than usual for grade	1.1%	Down from 2.1%	2.7%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.9%	Up from 0.6%	0.8%	0.7%
Annual dropout rate	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=42)				
Teachers with advanced degrees	66.7%	Up from 66.0%	55.2%	55.0%
Continuing contract teachers	83.3%	Up from 72.3%	75.4%	70.6%
Teachers with emergency or provisional certificates	2.8%	Down from 5.1%	5.3%	5.4%
Teachers returning from previous year	80.1%	Up from 72.5%	86.4%	83.4%
Teacher attendance rate	94.2%	Down from 94.4%	95.1%	94.9%
Average teacher salary	\$45,684	Up 0.7%	\$44,665	\$44,706
Professional development days/teacher	11.3 days	Up from 6.8 days	11.9 days	11.8 days
School				
Principal's years at school	2.5	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	21.1 to 1	Down from 21.2 to 1	21.5 to 1	20.1 to 1
Prime instructional time	87.9%	Down from 88.7%	89.3%	89.3%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.0%	Down from 100.0%	98.1%	98.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil*	\$8,240	Up 1.5%	\$6,769	\$7,097
Percent of expenditures for instruction*	64.5%	Down from 64.7%	63.6%	64.4%
Percent of expenditures for teacher salaries*	61.1%	No Change	59.1%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

The major goal of D. R. Hill Middle School is to create a safe and positive environment where students develop intellectually, physically, emotionally, and socially. This goal is achieved through a comprehensive curriculum and a variety of programs that meet the needs of the adolescent child. We offer an effective instructional program where research-based strategies are implemented in every classroom.

Many of our students participate in advanced courses, such as Honors Algebra and Honors English, which allow them the opportunity to earn Carnegie units. We also provide programs such as our advisor/advisee, clubs, related arts, job shadowing, mentoring, and athletics that support learning and give students the opportunity to experience topics that are relevant to middle school children. We have an afterschool program that addresses the needs of select students with an emphasis on identified deficiencies, higher-order thinking skills, and overall test-taking skills. Students are rewarded for their performance through an incentive program that recognizes students weekly for a variety of accomplishments.

In an effort to meet the needs of the entire D. R. Hill Middle School community, we give our stakeholders the opportunity to participate in several school functions. These events include our Parent Breakfasts, PTO Open House, sporting events, and various fine arts performances. We also work very closely with the Middle Tyger Community Center to provide additional assistance for families. We have also partnered with members of the local church community to provide religious instruction for our students through a Release Time program.

D. R. Hill Middle School has been recognized as one of the finest middle schools in the nation. It has received the Carolina First Palmetto's Finest Award, been awarded Hall of Fame status as an Exemplary Writing School, and also received the SCIRA Exemplary Reading Award. D. R. Hill Middle School is the only middle school ever to receive this SCIRA designation. In 1997-1998, D. R. Hill Middle School was named a National Blue Ribbon Award winner. D. R. Hill Middle School has also been named a National Service-Learning Leader School, a Flagship School of Promise, and is the recipient of the International Inviting Schools Award, The Award of Excellence in Innovations and Technology, and the Healthy Schools Award in all eight categories.

The staff of D. R. Hill Middle School consists of a competent and experienced faculty with the common goal of working together to positively impact the lives of our students. Our students, our faculty, and our community are the foundation of our success. We are proud of what we have accomplished, but we have more goals to pursue and more achievements to be earned.

Terry Glasgow, Principal
Angie Eubanks, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	240	59
Percent satisfied with learning environment	100.0%	69.0%	82.8%
Percent satisfied with social and physical environment	100.0%	78.8%	81.0%
Percent satisfied with school-home relations	96.0%	82.1%	74.6%

* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 11 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.1%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	525	99.8	33.9	44.1	19.7	2.3	32.9	53.6	48.2	No	Yes
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Gender											
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Male	279	99.6	41.5	43.1	12.7	2.7	24.6	46.3	41.7	N/A	N/A
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Female	246	100	25.1	45.4	27.8	1.8	42.3	61.7	55	N/A	N/A
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Racial/Ethnic Group											
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White	325	99.7	26.3	45.4	25	3.3	41.4	60.1	60	No	Yes
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African American	157	100	47.9	40.3	11.1	0.7	18.8	35.7	31.7	No	Yes
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Asian/Pacific Islander	11	100	22.2	44.4	33.3	0	44.4	64	70.4	I/S	I/S
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Hispanic	32	100	46.7	50	3.3	0	10	36.5	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
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Disability Status											
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Disabled	99	99	83.5	16.5	0	0	0	13.5	16	No	Yes
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Migrant Status											
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Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
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English Proficiency											
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Limited English Proficient	23	100	65	35	0	0	0	35.5	36.9	I/S	I/S
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Socio-Economic Status											
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Subsided meals	257	99.6	46.5	41.2	11.4	0.8	21.2	39.2	34	No	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	525	99.8	29.2	49.3	14	7.6	32.6	55.6	45.8	No	Yes
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Gender											
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Male	279	99.6	30.4	48.8	11.9	8.8	31.2	55	45.6	N/A	N/A
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Female	246	100	27.8	49.8	16.3	6.2	34.4	56.4	45.9	N/A	N/A
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Racial/Ethnic Group											
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White	325	99.7	24	47	17.4	11.5	40.5	62.3	59	No	Yes
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African American	157	100	42.4	49.3	6.9	1.4	18.1	34.6	26.9	No	Yes
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Asian/Pacific Islander	11	100	11.1	66.7	22.2	0	22.2	68.1	71.3	I/S	I/S
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Hispanic	32	100	23.3	66.7	10	0	26.7	49.1	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
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Disability Status											
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Disabled	99	99	72.5	24.2	3.3	0	7.7	18.7	17.1	No	Yes
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Migrant Status											
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Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
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English Proficiency											
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Limited English Proficient	23	100	35	55	10	0	25	48.1	38.7	I/S	I/S
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Socio-Economic Status											
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Subsided meals	257	99.6	38.8	48.2	10.6	2.4	24.1	42.3	31.4	No	Yes
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	392	99.7	32.8	36.1	15	16.1	31.1	43.9	35.7	95.1	96.4
Gender											
Male	210	99.5	35.9	30.3	15.9	17.9	33.8	44.7	37.4	94.4	96.3
Female	182	100	29.1	43	13.9	13.9	27.9	43.1	33.8	95.9	96.6
Racial/Ethnic Group											
White	239	99.6	25	34.5	18.2	22.3	40.5	52.3	49.2	94.3	96.2
African American	119	100	50.9	35.5	8.2	5.5	13.6	20.7	17	96.2	97.1
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	52.6	58	96.6	97.5
Hispanic	26	100	20.8	54.2	16.7	8.3	25	28.7	24.9	96.7	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	93.3
Disability Status											
Disabled	76	98.7	68.6	18.6	8.6	4.3	12.9	15.8	14	93.5	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	20	100	35.3	52.9	11.8	0	11.8	25.5	24.4	96.3	97.1
Socio-Economic Status											
Subsided meals	193	99.5	42	39.2	12.2	6.6	18.8	29	21.1	94.2	95.7

Social Studies

All Students	392	99.7	45	38.1	9	7.9	16.9	41.3	34	95.1	96.4
Gender											
Male	208	99.5	44.6	36.3	8.8	10.4	19.2	44.7	36.6	94.4	96.3
Female	184	100	45.4	40.2	9.2	5.2	14.4	37.5	31.3	95.9	96.6
Racial/Ethnic Group											
White	241	99.6	37.7	39.5	11.8	11	22.8	47.5	44.5	94.3	96.2
African American	123	100	57.5	35.4	4.4	2.7	7.1	23.3	19.1	96.2	97.1
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	58.7	58.9	96.6	97.5
Hispanic	19	100	61.1	38.9	0	0	0	26.5	27.5	96.7	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	93.3
Disability Status											
Disabled	70	98.6	79.4	17.5	3.2	0	3.2	14.2	14.4	93.5	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	16	100	64.3	35.7	0	0	0	30.3	27.3	96.3	97.1
Socio-Economic Status											
Subsided meals	197	99.5	56.6	36	5.8	1.6	7.4	26	21	94.2	95.7

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	259	100	35.7	36.1	26.2	2	28.3
	8	268	100	31.8	51.4	14.3	2.4	16.7
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	261	99.6	34.9	44.8	17.8	2.5	20.3
	8	264	100	32.9	43.5	21.5	2	23.6
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	259	100	20.1	45.9	20.5	13.5	34
	8	268	100	29	52.7	12.2	6.1	18.4
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	261	99.6	22.8	45.6	19.5	12	31.5
	8	264	100	35.4	52.8	8.5	3.3	11.8
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	259	100	34	32.8	20.1	13.1	33.2
	8	135	100	36.3	39.5	12.1	12.1	24.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	261	99.6	32.4	39.8	11.6	16.2	27.8
	8	131	100	33.6	28.6	21.8	16	37.8
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	259	100	35.7	36.1	11.5	16.8	28.3
	8	133	100	46.3	50.4	2.5	0.8	3.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	261	99.6	48.5	31.5	9.5	10.4	19.9
	8	131	100	38.1	50.8	7.9	3.2	11.1

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample